

POLICIES

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Student Code of Conduct

Purpose

In developing this policy, **E2 Academy** has taken into account Alberta Education legislation — particularly the *Welcoming, Caring, Respectful & Safe Schools* guidelines under **Education Act, Section 33(1)(d), (2), and (3) (Board Responsibilities)** — as well as the values and unique circumstances of our school community.

We believe that by promoting positive attitudes and conduct, students will receive the greatest benefit from their educational experience.

Our Student Code of Conduct is designed to:

- Foster a **welcoming, caring, respectful, and safe learning environment** for every student and staff member (**Education Act, s.31(a), s.33(1)(d)**).
- Support a healthy balance between **individual rights and responsibilities** and the needs of the whole school community.
- Clearly outline **expectations for student behaviour** at school, during school activities, and in any situation where student actions may affect the well-being of others in our school community (**Education Act, s.31**).

We also acknowledge that, due to the nature of our student population and their neurological needs, there will be times when student actions are a direct result of their condition. In these circumstances, while we encourage opportunities for reflection and reparation, such actions are understood as part of the student's developmental and neurological profile and are not treated as violations under this policy.

Statement Regarding the Alberta Human Rights Act

Respect for Human Rights

Our school is committed to providing a welcoming, caring, respectful, and safe environment for all members of our community (**Education Act, s.33(1)(d); Alberta Human Rights Act, s.4**).

In keeping with the **Alberta Human Rights Act**, discrimination, harassment, or bullying on any of the following grounds is unacceptable: race, colour, ancestry, place of origin, religious beliefs, gender (including pregnancy, sexual harassment, and gender identity), physical disability, mental disability, marital status, family status, source of income, or sexual orientation.

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Every student, staff member, and visitor to our school has the right to be treated with dignity and respect. Any behaviour that denies or limits another person's rights, or that creates an unsafe or unwelcoming environment, will not be tolerated.

Commitment to Belonging and Diversity

In addition to meeting the requirements of the AHRA, our school is dedicated to creating a community where everyone feels they belong. We believe that:

- Diversity is a strength that enriches learning and helps us grow in understanding and compassion.
- Every student and staff member has the right to be treated with fairness, dignity, and respect, free from discrimination or harassment.
- Our school values inclusion and equity, and we actively support a culture where differences are not just accepted but celebrated.
- We are committed to fostering a community where all students can learn, achieve, and feel safe, knowing their identities and perspectives are respected.

Acceptable Behaviour

Students at **E2 Academy** are expected to (**Education Act, s.31**):

- Respect school authority and cooperate with staff members.
- Respect others and their property, treating everyone with kindness, dignity, and fairness.
- Show respect for ethnic, racial, religious, and gender differences, supporting diversity and belonging.
- Attend school regularly and on time, being punctual and responsible (**s.31(e)**).
- Develop positive work habits and complete assignments responsibly.
- Care for school property, textbooks, equipment, and shared spaces.
- Respect safety equipment, including fire alarms and other safety tools.
- Follow school policies relating to technology, smoking, alcohol, drugs, and inhalants.
- Help create a welcoming, caring, respectful, and safe environment for all students and staff.
- Refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of school or online (**s.31(c)**).
- Inform a trusted adult right away if they see or experience bullying, harassment, intimidation, or any other safety concern.
- Act with integrity and represent themselves and their school in a positive way.
- Take responsibility for their actions and accept guidance from teachers and staff.
- Contribute positively to the school and the wider community.

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Unacceptable Behaviour

Unacceptable behaviour includes, but is not limited to (**Education Act, s.31, s.33(2)**):

- Disrupting learning or creating unsafe conditions for others.
- Bullying, harassment, intimidation, or discrimination of any kind (including on grounds set out in the Alberta Human Rights Act).
- Acts of physical violence or threats of harm.
- Retaliation against anyone who reports unsafe behaviour or helps prevent it.
- Possession or use of weapons or dangerous objects, including having them on one's person, in lockers, or in desks.
- Wilful physical assault of another person.
- Illegal or unsafe activities, such as:
 - Possessing, using, or distributing illegal or restricted substances.
 - Possessing or using alcohol, drugs, or inhalants on school property.
 - Theft or wilful damage to school or personal property.
 - Contravening section 27 of the *Education Act* (trespassing, loitering, or causing a disturbance).
 - Using technology (computers, cameras, cell phones, or other digital equipment) for purposes that are illegal, unethical, or harmful.

Scope of Application

These expectations apply (**Education Act, s.31(c)**):

- While at school.
- During school-related activities.
- When travelling to and from school.
- During recess and lunch periods.
- In any situation outside of school hours — including online activity — if the behaviour negatively affects the school or individuals in the school community.

Consequences and Supports for Unacceptable Behaviour

At **E2 Academy**, behaviour is understood as communication. Because many of our students are twice-exceptional, some behaviours may stem directly from neurological conditions. In such cases, while reflection and reparation are encouraged, these actions are not treated as disciplinary violations.

Guiding Principles (Education Act, s.33(2)(b)):

- Responses are fair, supportive, trauma-informed, and developmentally appropriate.

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- We follow Dr. Ross Greene's Collaborative & Proactive Solutions (CPS) model, focusing on understanding concerns, identifying lagging skills, and solving problems together.
- Consequences are logical and restorative, not punitive — aimed at teaching, repairing harm, and supporting growth.
- Both the student impacted by behaviour and the student who engaged in it receive support.

Possible Interventions may include:

- Restorative practices (apologies, restitution, restorative circles).
- Collaborative problem-solving conversations.
- Mentoring, check-ins, or counselling.
- Social-emotional supports (self-regulation, coping strategies).
- Logical consequences (loss of privilege, making amends).
- Temporary removal from an activity or space if safety is at risk.

Suspension and Expulsion (Education Act, s.24):

- Suspension: We strive to avoid suspensions. A parent may be asked to pick up their child for the day if the student poses a risk to themselves or others, or if it is in their best interest.
- Expulsion: E2 Academy strives not expel students. In the rare case we are unable to meet a student's needs, the Director of Academic Operations, Director of Student Supports, and a Board member will meet with the family to explore alternatives.

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Appendix : Legislative References

This Student Code of Conduct is developed in alignment with the *Education Act* and the *Alberta Human Rights Act (AHRA)*. The table below outlines the connections between policy sections and legislation.

Policy Section	Relevant Legislation	Key Provisions
Purpose	<i>Education Act</i> , s.33(1)(d), (2), (3)	Board responsibilities: establish a welcoming, caring, respectful, safe learning environment; include diversity; annual review of Code.
Respect for Human Rights	<i>Alberta Human Rights Act</i> , s.4	Prohibited grounds of discrimination: race, colour, ancestry, place of origin, religious beliefs, gender (including identity/expression), physical/mental disability, marital/family status, source of income, sexual orientation.
Commitment to Belonging and Diversity	<i>Education Act</i> , s.33(1)(d)	Boards must ensure a respectful, safe, inclusive learning environment that fosters belonging.
Acceptable Behaviour	<i>Education Act</i> , s.31	Student responsibilities: attend school, respect others, contribute to safe/welcoming environments, refrain from and report bullying, comply with school rules, respect authority.
Unacceptable Behaviour	<i>Education Act</i> , s.31(c), s.33(2)	Students must not engage in bullying, unsafe/disruptive behaviour; boards must outline unacceptable behaviours in the Code.
Unacceptable Behaviour (Illegal Acts)	<i>Education Act</i> , s.27	Prohibits trespassing, loitering, and causing disturbances on school property.
Scope of Application	<i>Education Act</i> , s.31(c)	Student responsibilities apply even outside school hours if behaviour impacts the school or individuals.
Consequences & Supports (Guiding Principles)	<i>Education Act</i> , s.33(2)(b)	Codes must include consequences for unacceptable behaviour, considering age, maturity, circumstances, and need for supports.

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Suspension and Expulsion	<i>Education Act, s.24</i>	Provides authority and process for suspension/expulsion, with requirement to consider circumstances and supports.
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